



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 12311616  
SAU: MSAD 37  
School: Cherryfield Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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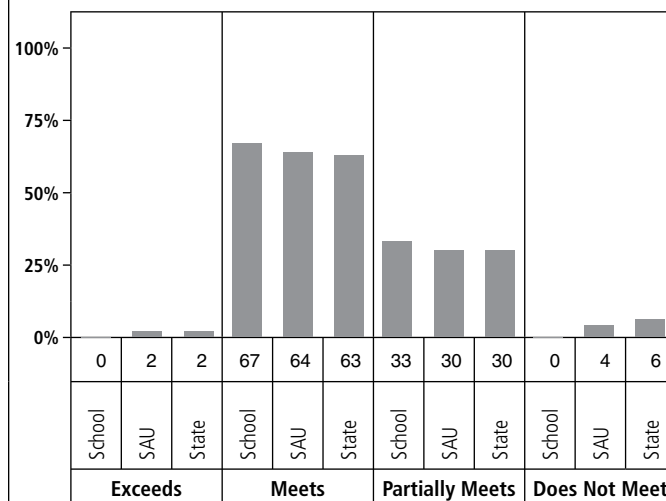
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

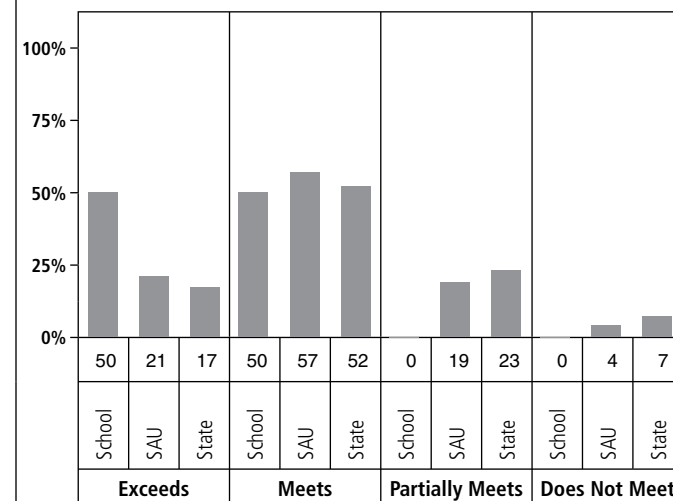
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	355	347	345
2007–2008	346	345	344
<b>2008–2009</b>	<b>346</b>	<b>345</b>	<b>345</b>
Cum. Avg.*	350	346	345
<b>Mathematics</b>			
2006–2007	363	354	347
2007–2008	356	346	347
<b>2008–2009</b>	<b>361</b>	<b>350</b>	<b>348</b>
Cum. Avg.*	360	350	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	6	100	55	100	13763	100	6	100	55	100	13691	100	6	100	55	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	1	2	416	3	0	0	1	100	412	99	0	0	1	100	414	100						
American Indian or Native Alaskan	0	0	1	2	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	1	2	167	1	0	0	1	100	164	98	0	0	1	100	164	98						
Caucasian/White	6	100	52	95	12846	93	6	100	52	100	12788	100	6	100	52	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	0	0	13	24	2414	18	0	0	13	100	2388	100	0	0	13	100	2388	100						
<b>Current LEP</b>	0	0	1	2	420	3	0	0	1	100	413	98	0	0	1	100	417	99						
<b>Economically disadvantaged</b>	5	83	37	67	5887	43	5	100	37	100	5847	100	5	100	37	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	6	100	42	76	10316	75	6	100	42	76	10355	75						
Identified disability (PET/IEP)	0	0	4	10	437	4	0	0	4	10	445	4						
LEP	0	0	1	2	192	2	0	0	1	2	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	0	0	11	20	3179	23	0	0	11	20	3152	23						
Identified disability (PET/IEP)	0	0	7	64	1757	55	0	0	7	64	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	4	36	1192	37	0	0	4	36	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	4	194	1	0	0	2	4	184	1						
Identified disability (PET/IEP)	0	0	2	100	194	100	0	0	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	3	23	4	7	332	2
	2007-2008	0	0	1	2	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>262</b>	<b>2</b>
	Cum. Total*	3	11	6	4	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	8	62	35	64	8691	63
	2007-2008	6	75	37	70	8403	62
	<b>2008-2009</b>	<b>4</b>	<b>67</b>	<b>34</b>	<b>64</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	18	67	106	66	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	2	15	15	27	3781	27
	2007-2008	2	25	9	17	4018	30
	<b>2008-2009</b>	<b>2</b>	<b>33</b>	<b>16</b>	<b>30</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	6	22	40	25	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	1	2	1021	7
	2007-2008	0	0	6	11	938	7
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>748</b>	<b>6</b>
	Cum. Total*	0	0	9	6	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	29.8	64.8	28.8	62.6	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	21.5	67.2	19.9	62.2	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.3	59.3	8.9	63.6	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	0	0	4	67	2	33	0	0	346	53	2	64	30	4	345	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										1						162	0	51	38	10	342
Caucasian/White	6	0	0	4	67	2	33	0	0	346	51	2	65	29	4	345	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	0										11	0	55	36	9	341	2194	0	32	50	18	338
No	6	0	0	4	67	2	33	0	0	346	42	2	67	29	2	346	11301	2	69	26	3	346
Current LEP																						
Yes	0										1						406	0	39	41	20	339
No	6	0	0	4	67	2	33	0	0	346	52	2	63	31	4	345	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	5	0	0	3	60	2	40	0	0	345	35	0	63	37	0	345	5721	1	52	39	9	342
No	1										18	6	67	17	11	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	6	0	0	4	67	2	33	0	0	346	53	2	64	30	4	345	13489	2	63	30	6	345
Gender																						
Female	3										23	4	70	26	0	347	6568	3	67	26	4	346
Male	3										30	0	60	33	7	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										29	0	52	45	3	343	2300	0	39	49	11	340
No	3										24	4	79	13	4	348	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	6	0	0	4	67	2	33	0	0	346	53	2	64	30	4	345	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	1	100	0	0	0	0	342	33	6	59	35	0	346	5	1	44	39	16	340
B. less than one hour	67	0	0	3	75	1	25	0	0	349	58	0	77	20	3	346	80	2	66	28	4	345
C. one to two hours	17	0	0	0	0	1	100	0	0	340	8	0	25	50	25	339	13	2	61	32	6	344
D. more than two hours	0										2	0	0	100	0	334	3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	50	0	0	2	67	1	33	0	0	345	46	0	71	29	0	346	47	3	68	24	4	346
B. good	33	0	0	2	100	0	0	0	0	351	44	4	65	22	9	345	41	1	62	31	5	344
C. fair	17	0	0	0	0	1	100	0	0	340	8	0	25	75	0	342	9	0	51	41	8	342
D. poor	0										2	0	100	0	0	344	2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	50	0	0	2	67	1	33	0	0	343	46	4	71	17	8	345	31	3	63	28	6	345
B. They match some of what I have learned.	33	0	0	2	100	0	0	0	0	353	38	0	75	25	0	347	49	2	68	26	3	345
C. They match just a little of what I have learned.	17	0	0	0	0	1	100	0	0	340	13	0	29	71	0	341	14	1	53	39	7	342
D. There is no match.	0										2	0	0	100	0	340	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	0	0	1	100	0	0	340	17	0	22	67	11	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	50	0	0	3	100	0	0	0	0	348	56	3	86	10	0	348	57	2	68	26	3	346
C. easier than my regular schoolwork	33	0	0	1	50	1	50	0	0	346	27	0	50	43	7	343	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	0										10	0	20	60	20	336	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	50	0	0	2	67	1	33	0	0	343	44	0	87	13	0	346	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	50	0	0	2	67	1	33	0	0	349	46	4	54	38	4	346	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	0	0	1	100	0	0	0	0	354	19	10	70	20	0	349	22	3	67	25	4	346
B. 20 minutes to an hour	50	0	0	2	67	1	33	0	0	345	27	0	71	29	0	346	46	2	68	26	4	346
C. less than 20 minutes	17	0	0	1	100	0	0	0	0	348	31	0	75	19	6	346	18	1	56	36	8	343
D. I rarely read at home.	17	0	0	0	0	1	100	0	0	340	23	0	42	50	8	341	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	40	0	0	1	50	1	50	0	0	347	38	0	42	58	0	343	29	1	56	36	7	343
B. six to ten pages	40	0	0	1	50	1	50	0	0	346	22	0	82	18	0	347	21	2	62	31	5	344
C. eleven or more pages	20	0	0	1	100	0	0	0	0	342	40	5	75	10	10	347	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	6	50	11	20	1985	14
	2007-2008	3	38	10	19	2277	17
	<b>2008-2009</b>	<b>3</b>	<b>50</b>	<b>11</b>	<b>21</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	12	46	32	20	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	5	42	34	63	6990	51
	2007-2008	4	50	22	42	6764	50
	<b>2008-2009</b>	<b>3</b>	<b>50</b>	<b>30</b>	<b>57</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	12	46	86	54	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	1	8	8	15	3673	27
	2007-2008	1	13	14	26	3504	26
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>19</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	2	8	32	20	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	0	0	1	2	1193	9
	2007-2008	0	0	7	13	1044	8
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>997</b>	<b>7</b>
	Cum. Total*	0	0	10	6	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	40.0	83.3	33.2	69.2	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	16.5	82.5	13.7	68.5	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.8	85.0	6.1	76.3	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.8	72.5	5.3	66.3	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	10.8	90.0	8.0	66.7	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	3	50	3	50	0	0	0	0	361	53	21	57	19	4	350	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										1						162	6	44	35	15	341
Caucasian/White	6	3	50	3	50	0	0	0	0	361	51	22	55	20	4	350	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	0										11	9	55	27	9	346	2204	6	36	36	22	338
No	6	3	50	3	50	0	0	0	0	361	42	24	57	17	2	351	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										1						412	7	37	35	21	339
No	6	3	50	3	50	0	0	0	0	361	52	21	56	19	4	350	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	5	3	60	2	40	0	0	0	0	361	35	20	54	23	3	349	5727	10	48	31	12	343
No	1										18	22	61	11	6	353	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	6	3	50	3	50	0	0	0	0	361	53	21	57	19	4	350	13501	17	52	23	7	348
<b>Gender</b>																						
Female	3										23	26	52	17	4	352	6568	16	52	24	8	348
Male	3										30	17	60	20	3	349	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	3										29	14	52	31	3	347	2300	4	43	39	14	340
No	3										24	29	63	4	4	354	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	6	3	50	3	50	0	0	0	0	361	53	21	57	19	4	350	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: MSAD 37  
School: Cherryfield Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	1	100	0	0	0	0	0	0	370	33	29	53	12	6	352	5	9	38	32	21	340
B. less than one hour	67	2	50	2	50	0	0	0	0	360	58	20	63	13	3	352	80	19	54	22	5	349
C. one to two hours	17	0	0	1	100	0	0	0	0	358	8	0	25	75	0	339	13	16	51	24	9	347
D. more than two hours	0										2	0	100	0	0	352	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	50	2	67	1	33	0	0	0	0	359	38	25	55	20	0	352	40	25	51	17	7	351
B. good	33	0	0	2	100	0	0	0	0	359	40	24	71	0	5	353	45	14	56	24	6	348
C. fair	17	1	100	0	0	0	0	0	0	370	13	14	43	29	14	347	12	7	49	34	10	343
D. poor	0										8	0	25	75	0	338	3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	40	1	50	1	50	0	0	0	0	364	47	17	50	33	0	347	38	23	52	19	5	351
B. They match some of what I have learned.	40	2	100	0	0	0	0	0	0	365	41	29	62	0	10	355	45	16	56	22	6	348
C. They match just a little of what I have learned.	20	0	0	1	100	0	0	0	0	348	8	25	75	0	0	353	12	10	45	33	12	343
D. There is no match.	0										4	0	50	50	0	340	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	0										18	0	56	33	11	341	17	8	45	34	13	342
B. about the same as my regular schoolwork	67	2	50	2	50	0	0	0	0	360	52	27	65	4	4	355	59	19	55	21	5	350
C. easier than my regular schoolwork	33	1	50	1	50	0	0	0	0	364	30	27	40	33	0	350	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	67	3	75	1	25	0	0	0	0	362	18	33	44	22	0	352	15	8	41	35	15	341
B. 30–45 minutes	17	0	0	1	100	0	0	0	0	358	12	0	67	33	0	345	29	16	54	23	6	348
C. 45–60 minutes	0										49	24	64	8	4	353	32	21	55	19	5	350
D. more than 60 minutes	17	0	0	1	100	0	0	0	0	360	22	18	45	27	9	349	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										2	0	0	100	0	340	6	6	33	39	23	337
B. two or three days a week	17	1	100	0	0	0	0	0	0	368	2	100	0	0	0	368	12	15	55	22	8	348
C. two or three times each month	33	1	50	1	50	0	0	0	0	360	17	11	89	0	0	352	26	20	56	19	5	350
D. never or almost never	50	1	33	2	67	0	0	0	0	359	79	22	54	20	5	350	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	33	0	0	2	100	0	0	0	0	353	22	18	73	9	0	352	37	14	51	27	9	346
B. two or three days a week	17	1	100	0	0	0	0	0	0	362	16	13	75	0	13	350	27	20	55	19	6	350
C. two or three times each month	17	1	100	0	0	0	0	0	0	368	27	29	64	7	0	355	19	22	53	19	6	350
D. never or almost never	33	1	50	1	50	0	0	0	0	365	35	22	33	39	6	346	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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